2. Journalism in Democracy and Ethics

Content Area: **Language Arts**
Course(s): **Journalism**
Time Period: **Semester 1 & 2**
Length: **3 weeks**
Status: **Published**

Standards

R	Reading
RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
RI.IT.9–10.3	Analyze how an author unfolds ideas throughout the text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
RI.TS.9–10.4	Analyze in detail the author's choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
RI.PP.9–10.5	Determine an author's purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
RI.MF.9–10.6	Analyze, integrate, and evaluate multiple interpretations (e.g., charts, graphs, diagrams, videos) of a single text or text/s presented in different formats (visually, quantitatively) as well as in words in order to address a question or solve a problem.
RI.AA.9–10.7	Describe and evaluate the argument and specific claims in an informational text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and reasoning.
RI.CT.9–10.8	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) seminal and informational text of historical and scientific significance, including how they relate in terms of themes and significant concepts.
W	Writing
W.IW.9–10.2	Write informative/explanatory texts (including the narration of historical events, scientific procedures/experiments, or technical processes) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.IW.9–10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid in comprehension.
W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.IW.9–10.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
W.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
W.SE.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
W.RW.9–10.7	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL	Speaking and Listening
SL.PE.9–10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.PE.9–10.1.A	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.PE.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
SL.II.9–10.2	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
SL.ES.9–10.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SL.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.
SL.AS.9–10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Additional Resources

Articles - NY Times & various other news publications

PBS News Hour

Ground News

All Sides Media

Enduring Understandings

- A free press is an important component of a democracy.
- A free press ensures the existence of the "marketplace of ideas."
- Journalism has evolved through the use of technology and media.
- Impartial reporting balanced with editorial comment equals an informed citizen population who can adequately operate a democratic society.
- The media fills many functions in society including marketplace, political, watchdog and agenda-setting functions.
- Journalists have ethical responsibilities on a large scale
- Because of their large influence, journalists are open to a lot of criticism.
- Truth is a defense to an accusation of libel or slander.

Essential Questions

How did the concept of freedom of the press develop in America?

What responsibility comes with "Freedom of the Press"?

How has journalism in America evolved?

How would our society be different if we did not have any news source?

What functions must the media fill in society?

What is a journalist's main responsibility to the profession? To the reader?

What are some of the criticisms of the press?

What are libel and slander?

How have journalists been key in motivating social change?

Knowledge and Skills

Students will know.....

- That ethics plays an important role in journalism.
- The freedom of the press is one of the greatest bulwarks of liberty and can never be restrained but by despotic governments.
- A free press is essential to democracy.
- The First Amendment to the US Constitution recognizes the importance of a free press in a democracy; it reads in part: Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press.
- The functions that media must fill in society.
- The ethical responsibilities of journalists.
- The consequences of journalists who violate the code of ethics.
- The terms slander, libel, right of reply, plagiarism.
- The libel laws and what defenses journalists have.
- The major court rulings regarding the scholastic press.

Students will be able to.....

- Recognize and understand key terms - assignment, banner, beat, bias, break, byline, caption, circulation, citizen journalism, consumer magazines, convergence, copy, credibility, ethics, libel, masthead, media, medium, niche, obituary, off the record, op-ed, penny press, plagiarism, proof, scoop, source, splash, trade magazines, yellow journalism, partisan press, wire service, muckracking, shock jock, global village, computer-assisted reporting
- Explore reasons why our society needs the news.

- Understand the history of journalism in America.
- Recognize major contributors to the history of journalism in America.
- Recognize the types of media/news sources available to us today - print, online, television, magazine
- Recognize and understand key terms - code of ethics, slander, libel, right of reply, plagiarism

Transfer Goals

Students will independently be able to know why journalism is important in their lives and apply that knowledge to the current events they read about.

Students will independently be able to internalize the roles of writing and editing news and apply that understanding to writing their current events.

Students will independently be able to internalize the roles of writing and editing news and apply that knowledge to the writing and reading of articles.

Students will independently be able to identify ethical issues and apply that knowledge to anticipating ethical issues.

Assessment

Formative: Quiz on ethics and major legal cases

Summative: What Would You Do? Group Scenario project

Benchmark: Current event analysis assignments

Alternative: Accommodations can be made on all assignments, such as, submitting discussion responses through Google Classroom if absent, working on the group scenario project independently, and taking the quiz

in person or through an online platform.

Formative:

- Exit tickets
- Openings and Closings
- Strategic Questioning--higher order thinking/Philosophical thinking skills
- Think-pair-share
- Jigsaws
- Socratic Seminars
- Discussion
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Benchmark Assessments:

- Research Simulation Exercises
- Vocabulary in context and analysis necessary for tracing the argument
- Synthesis Essays
- Evidence Based Selected Response Exercises
- Various Literary Analysis Tasks
- Grammar and Language Conventions

Summative:

- Formal Writing
- Game Design
- Socratic Defense

- Presentations
- Vocabulary
- Participation
- Four Corners
- Quick Writes
- Dialectical Notebook
- Walk and Talks

Modifications

Modifications for Diverse Learners

Please note this is not an exhaustive list. Please refer to the individualized education plan or 504 plan for accommodations and modifications that are individualized to the student.

General Modifications based on student individualized educational needs may include the following:

- Activity Choice
- Personally/Individually meaningful activities
- Hands-on, multimodal activities
- Involvement in goal setting and assessment activities
- Response options

Special Education/IEPs

- Previewing information/materials
- Questioning techniques
- Brainstorming and webbing

- Pre-teaching or reviewing strategies
- Study Skills
- Visual demonstrations, illustrations, or models
- Timelines for assignments
- Think-alouds, self-talk
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Scaffolded questions
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Kinesthetic activity
- Manipulatives
- Visual prompts/ use of images
- Differentiated instruction
- Guided notes/ class note exchange
- Reteaching concepts/ check for understanding
- Extra time 50%
- Study guide
- Oral testing as needed
- Test modification
- Project based learning
- Individualized instruction
- Practice exercises

- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Gesture-signal
- Types of questioning, readings, and writing assignments

504s

- Study Skills/Extended Time on Assessments
- Priority seating/Seating arrangements to minimize distractions, provide positive student models
- Written & oral directions
- Chunking of text/questions
- Extra time
- Study guide
- Oral testing
- Test modification

ML Students

- Incorporate native culture and language
- Learning about students' cultural background is critical
- Communicate one on one with ELL teacher
- Scaffold native language
- Introduce new material using visuals
- Employ ELL translation devices/materials
- Practice a variety of activities: Talk and Turn/Group work
- Pre-teach vocabulary
- Provide extended time
- Discuss alternate responses
- Plan verbal and written instructions
- Introduce and instruct students on resources including eDictionaries

- Repeat and rephrase English phrases, sentences, and stories

At Risk Students

- Provide clear directions
- Peer support
- Modify assignments
- Set contracts for academics and behavior
- Hands-on activities
- Preferential seating

Gifted and Talented

- Questioning techniques
- Brainstorming and webbing
- Journal entries
- Rubrics and checklists
- Peer review and coaching
- Individual conferencing with teacher(s)
- Graphic organizers
- Project based learning
- Cooperative learning groups - arranged based on strengths of students
- Buddy systems
- Group roles (timekeeper, recorder, encourager, materials messenger, listener)
- Types of questioning, readings, and writing assignments
- Implement a multi-dimensional curriculum
- Personalized planning/instruction
- Student-centered curriculum
- Individual activities and projects

- Encourage ownership of learning
- Involve students in academic contests
- Consider parental input